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CTE Level III Program
BMAS

Title
Leadership Styles and <u>The One Minute Manager</u>

Summary
As an introduction to the Leadership Styles unit, the book on tape, <u>The One Minute Manager</u>, will be utilized. In addition, this lesson will study the other types of leadership styles. Upon conclusion of the student's study of leadership styles, the students will prepare a written defense essay of their leadership preference.

CTE Program Competencies/Indicators Addressed in this Lesson

Competency: 8.0 Evaluate Leadership Styles appropriate for the workplace
    Indicators: 8.1 Determine personal characteristics of effective leaders
    Indicators: 8.2 Compare/contrast leadership and management styles
    Indicators: 8.3 Describe how cultural/ethnic differences affect
            Leadership styles within a group
                VP-P1 Analyze and evaluate visual media for language,
        subject matter and visual techniques used to influence attitudes,
        decision making and cultural perceptions
                VP-P3 Analyze and evaluate the impact of visual media on
        the intended audience

Competency: 5.0 Demonstrate written communication skills
    Indicators: 5.1   Conduct formal/informal research to collect
                appropriate topical information
    Indicators: 5.2   Organize research information and develop an
                Outline
    Indicators: 5.3   Write business communication using appropriate
                format for the situation
    Indicators: 5.4   Using appropriate technology, prepare draft
                document using established rules for grammar,
                spelling and sentence construction

Arizona Academic Standard Content Area Addressed in this Lesson
Academic Standard content area: Reading

R-P1 Apply reading strategies such as extracting, summarizing, clarifying, and interpreting information; predicting events and extending the ideas presented; relating new information to prior knowledge; supporting assertions with evidence, and making useful connections to other topics to comprehend works of literature and documents.
>   PO 1. Extract critical details or element of literature
>   PO 2. Summarize the main points
>   PO 3. Make predictions based on evidence presented
>   PO 4. Extend ideas presented in the text
>   PO 5. Connect prior knowledge to information available

R-P4 Evaluate technical journals or workplace documents for purpose, organizational pattern, clarity, reliability and accuracy, and relevancy of information.
>   PO 3. Evaluate information for relevance, clarity, understandability,
>   logic, reliability and accuracy.

Academic Standard content area: Writing

W-P1 Use transitional devices, varied sentence structure, the active voice; parallel structure; supporting details, phrases and clauses; and correct spelling, punctuation, capitalization, grammar and usage to sharpen the focus and clarify the meaning of their writings.
>   PO 1. Use transitions
>   PO 2. Vary sentence structure
>   PO 3. Use active voice as appropriate to purpose
>   PO 4. Use parallel structure appropriately

W-P4 Craft a cohesive research document that develops a logical argument or thesis; contains comprehensive, supporting information from a variety of credible and cited resources; and conforms to a style manual

W-P5 Write formal communications, such as a resume, manuals, and letters of applications in appropriate formats, for a definite audience and with a clear purpose.
>   PO 1. Establish a clear purpose for a specific audience
>   PO 2. Use a clear and appropriate organizational pattern following a
>   Standard format for the assigned communication
>   PO 3. Include only relevant information
>   PO 4. Use language with an appropriate degree of formality

Learning Objectives
Upon completion of the lesson, the student will be able to:

Learning Objective:	Use the Internet and other resources as research tools
Learning Objective:	Organize information from multiple sources
Learning Objective:	Create an outline for a paper
Learning Objective:	Gather data from texts, journals, and website searches
Learning Objective:	Discuss Leadership Styles and their preference

Evaluation
The student's mastery of the target competencies will be measured by the written document summarizing their research.

Duration
>3 hours in class
>4 hours writing outside of class

Materials
>Tape/CD of *The One Minute Manager*
>Optional OMM listeners worksheet
>Marketing Text

Background
>The basic marketing functions should have been taught prior to starting this unit.

Procedure
>**Step 1**: Procedure- Introduce the concept of leadership styles. Use the text to outline the various types and examples. Using The One Minute Manager tapes of this best selling book, have the students listen to this example of a leadership style.

>**Materials**: The One Minute Manager, (OMM)tape or book
>>Optional listeners worksheet to keep students focused

>**Discussion**: At the end of each class period, discuss the points discussed in the reading of the OMM. This will take two class periods to get through.

Step 2: Procedure- Once again, discuss the other leadership styles. Outline the text on this subject with the students. Follow up with its related student study guide.

Materials: Text and related study guide to the leadership styles chapter.

Step 3: Utilizing your computer lab, have the students run a search on the Internet of their favorite leadership style. Have the students take notes of the websites found and the information gathered from that site. They will use this information to construct their final paper on the subject.

Materials: Computer Lab, notepaper

Recommended Websites:
> http://www.questia.com/Index.jsp?CRID=leadership&OFFID=se1
> http://www.resourcesunlimited.com
> http://www.motivation-tools.com/workplace/leadership_styles.htm
> http://www.mapnp.org/library/ldrship/ldrship.htm

Step 4: Procedure- Upon completion of the research, assign the writing portion and final for this unit.

Materials: Computer Lab, Word software, and attached Rubrics

6+1 Trait Writing Model: Leadership Styles

Teacher name: Frommer

Student Name _____

CATEGORY	4	3	2	1
Introduction (Organization)	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Sources (Content)	All sources used for quotes and facts are credible and cited correctly.	All sources used for quotes and facts are credible and most are cited correctly.	Most sources used for quotes and facts are credible and cited correctly.	Many sources used for quotes and facts are less than credible (suspect) and/or are not cited correctly.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
Sentence Structure (Sentence Fluency)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.
Accuracy of Facts (Content)	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	NO facts are reported OR most are inaccurately reported.
Conclusion (Organization)	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.

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